

Technical Assistance

School District:

AEA:

Annual Progress Report for the 2005-06 School Year

PUBLIC SCHOOL DISTRICTS



Mail **four copies** of this document by **Friday, September 15, 2006**, to the address below and one copy to the chief administrator of your AEA.

Iowa Department of Education
ATTN: Del Hoover, Deputy Division Administrator
Division of Early Childhood, Elementary, and Secondary Education
Grimes State Office Building
Des Moines, IA 50319-0146

Iowa Department of Education
June 28, 2006

2005-06 School Year: Annual Progress Report (APR) Minimum Requirements PUBLIC SCHOOL DISTRICTS

Due Date: Friday, September 15, 2006 (Attach this checklist to the school district's APR.)

Each school district is required to submit an Annual Progress Report (that contains, at a minimum, for the 2005-06 school year all reporting requirements in this document) to its local community, its respective AEA, and the Department of Education. The APR should allow stakeholders to answer the following questions:

- How well are all our students learning in at least the areas of reading, mathematics, and science?
- How well is our school meeting the goals in its Comprehensive School Improvement Plan?

This form is available on the DE Web site: www.state.ia.us/educate/. Please attach a paper copy of this document to the front of each of the **four** annual progress reports submitted.

School District Name: _____

Total Enrollment: _____ AEA: _____

Address: _____

Local Contact Person for This Report: _____

E-mail Address for APR Contact Person: _____

Department of Education School Improvement Consultant _____

(The name of your School Improvement Consultant assigned to your school may be found on the DE web site.)

(Check one to indicate the grade levels served.) K-12 ☐ K-6 ☐ K-8 ☐ 9-12 ☐ Other ☐ _____

(Check all that apply.) We have multiple attendance centers for grade levels 4 ☐, 8 ☐, and 11 ☐.

Assurances:

C1. ☐ Yes ☐ No

The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals. Date SIAC recommendations were presented: _____

C2. ☐ Yes ☐ No

All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level. **If the district had fewer than 10 students in a subgroup for reporting purposes, it still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate.**

C3. ☐ Yes ☐ No

All information required for this APR has been or will be reported to the local community. Here is the date(s) the required content was or will be reported to the community: _____.

C4. ☐ Yes ☐ No

The district has adopted the achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.

C5. ☐ Yes ☐ No

The district has provided individual student achievement reports from the Iowa Tests along with interpretive guidance to parents.

C6. ☐ Yes ☐ No

The district has incorporated Core Content **Reading** Standards and Benchmarks corresponding to the Iowa Tests into its standards sets.

C7. ☐ Yes ☐ No

The district has incorporated Core Content **Math** Standards and Benchmarks corresponding to the Iowa Tests into its standards sets.

C8. ☐ Yes ☐ No

The district has incorporated Core Content **Science** Standards and Benchmarks corresponding to the Iowa Tests into its standards sets.

Signature of the School District's Superintendent:

C10. Name: _____ Date: _____

Title: _____

Progress with Student Achievement

Include in these data the scores of all enrolled students—students for whom the school district provides an educational program even for part of the academic year. Full Academic Year (FAY) does not apply for reporting purposes (even NCLB). FAY is only utilized for SINA decision-making purposes.

Please place the page number(s) where each reporting requirement appears in the APR on the line provided. If a “yes” or “no” response is required, check whichever blank applies. Place “N/A” in the blank before any item that does not apply.

Place “N/A” on the line in the following situations:

- A required reporting grade level contains fewer than 10 students.
- A required reporting subgroup contains fewer than 10 students at a grade level.
- A requirement applies to a required reporting grade level(s) that the school district does not serve.

Grade 3 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r) Mathematics (m)

Page(s) Page(s)

<p>1r. _____ 1m. _____</p>	<p><u>New Requirement – Grade 3:</u> <u>ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total</u> (federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for all students in Reading Comprehension and Math Total – grade 3. Report annual data (2005-06).</p>
<p>2r. _____ 2m. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total- grade 3. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>3r. _____ 3m. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement) <i>Note: Report trend line data only if the student population for grade 3 includes both 10 or more males and 10 or more females.</i> At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total-grade 3. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>4r. _____ 4m. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement) At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u>-grade 3. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>5r. _____ 5m. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total-grade 3. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>6r. _____ 6m. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension and Math Total-grade 3. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>7r. _____ 7m. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension and Math Total-grade 3. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>

8r. _____ 8m. _____

Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)

(e.g., students whose families are migrant workers) (federal requirement)

At a minimum, report **two** years of annual data (2004-05 and 2005-06) for rate of **proficiency**, as well as **three achievement levels** for the percentage of migrant students **compared to non-migrant students** proficient in Reading Comprehension and Math Total-grade 3.

*(Proficiency means the **combined** percentage of students in the intermediate and high achievement levels on the ITBS.)*

Grade 4 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r) Mathematics (m)

Page(s)	Page(s)
9r. _____ 9m. _____	<p><u>New Requirement – Grade 4:</u> <u>ITBS Data—Three Achievement Levels for Reading Comprehension and Math Total</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for students in Reading Comprehension and Math Total – grade 4. Report annual data (2005-06).</p>
10r. _____ 10m. _____	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension and Math Total-grade 4. Report annual data (2003-04, 2004-05, and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
11r. _____ 11m. _____	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement) <i>Note: Report trend line data only if the student population for grade 4 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total-grade 4. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
12r. _____ 12m. _____	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total for each group with 10 or more students-grade 4. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>13r. _____ 13m. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total-grade 4. (<i>Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.</i>)</p>
<p>14r. _____ 14m. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension and Math Total-grade 4. (<i>Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.</i>)</p>
<p>15r. _____ 15m. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension and Math Total-grade 4. (<i>Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.</i>)</p>
<p>16r. _____ 16m. _____</p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students whose families are migrant workers) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels the percentage of migrant students compared to non-migrant students proficient in Reading Comprehension and Math Total-grade 4. (<i>Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.</i>)</p>

Grade 5 Reading, Mathematics, and Science Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r)

Mathematics (m)

Page(s)

Page(s)

<p>17r. _____ 17m. _____ 17s. _____</p>	<p><u>New Requirement – Grade 5:</u> <u>ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total</u> (federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for all students in Reading Comprehension, Math Total, and Science – grade 5. Report annual data (2005-06).</p>
<p>18r. _____ 18m. _____ 18s. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science – grade 5. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>19r. _____ 19m. _____ 19s. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement)</p> <p><i>Note: Report trend line data only if the student population for grade 5 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Total, and Science – grade 5. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>20r. _____ 20m. _____ 20s. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science – grade 5. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>21r. _____ 21m. _____ 21s. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension, Math Total, and Science – grade 5. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>22r. _____ 22m. _____ 22s. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension, Math Total, and Science – grade 5. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>23r. _____ 23m. _____ 23s. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension, Math Total, and Science – grade 5. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>24r. _____ 24m. _____ 24s. _____</p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students whose families are migrant workers) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of migrant students compared to non-migrant students proficient in Reading Comprehension, Math Total, and Science – grade 5. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>

Grade 6 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r)

Mathematics (m)

Page(s)

Page(s)

<p>25r. _____ 25m. _____</p>	<p><u>New Requirement – Grade 6:</u> <u>ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total</u> (federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for all students in Reading Comprehension and Math Total – grade 6. Report annual data (2005-06).</p>
<p>26r. _____ 26m. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total-grade 6. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>27r. _____ 27m. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement)</p> <p><i>Note: Report trend line data only if the student population for grade 6 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total-grade 6. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>28r. _____ 28m. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u>-grade 6. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>29r. _____ 29m. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total-grade 6. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>30r. _____ 30m. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension and Math Total-grade 6. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>31r. _____ 31m. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension and Math Total-grade 6. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>
<p>32r. _____ 32m. _____</p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students whose families are migrant workers) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of migrant students compared to non-migrant students proficient in Reading Comprehension and Math Total-grade 6. (Proficiency means the combined percentage of students in <u>the intermediate and high</u> achievement levels on the ITBS.)</p>

Grade 7 Reading and Mathematics Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r)

Mathematics (m)

Page(s)

Page(s)

<p>33r. _____ 33m. _____</p>	<p><u>New Requirement – Grade 7:</u> <u>ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total</u> (federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for all students in Reading Comprehension and Math Total – grade 7. Report annual data (2005-06).</p>
<p>34r. _____ 34m. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total-grade 7. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>35r. _____ 35m. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement)</p> <p><i>Note: Report trend line data only if the student population for grade 7 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension and Math Total-grade 7. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>36r. _____ 36m. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension and Math Total for <u>each group with 10 or more students</u>-grade 7. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>37r. _____ 37m. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension and Math Total-grade 7. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>38r. _____ 38m. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension and Math Total-grade 7. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>39r. _____ 39m. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension and Math Total-grade 7. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>40r. _____ 40m. _____</p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students whose families are migrant workers) (federal requirement) At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of migrant students compared to non-migrant students proficient in Reading Comprehension and Math Total-grade 7. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>

Grade 8 Reading, Mathematics, and Science Achievement Data

ITBS Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r) Mathematics (m)

Page(s)	Page(s)	
<p>41r. _____ 41m. _____ 41s. _____</p>	<p><u>New Requirement – Grade 8:</u> <u>ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for students in Reading Comprehension, Math Total, and Science – grade 8. Report annual data (2005-06).</p>	
<p>42r. _____ 42m. _____ 42s. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science - grade 8. Report annual data (2003-04, 2004-05, and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>	
<p>43r. _____ 43m. _____ 43s. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement) <i>Note: Report trend line data only if the student population for grade 8 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Total, and Science-grade 8. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>	
<p>44r. _____ 44m. _____ 44s. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science for <u>each group with 10 or more students</u>-grade 8. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>	

<p>45r. _____ 45m. _____ 45s. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension, Math Total, and Science-grade 8. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>46r. _____ 46m. _____ 46s. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension, Math Total, and Science -grade 8. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>47r. _____ 47m. _____ 47s. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension, Math Total, and Science-grade 8. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>48r. _____ 48m. _____ 48s. _____</p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students whose families are migrant workers) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels the percentage of migrant students compared to non-migrant students proficient in Reading Comprehension, Math Total, and Science -grade 8. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>

Grade 11 Reading, Mathematics, and Science Achievement Data

ITED Student Achievement Data

Reporting Group/Subgroup Data Guidance

The school district must report student achievement data for each of the years in which there were **10** students or more in a grade level or within a subgroup. Report three achievement levels for each grade level and subgroup. Report N/A for grade levels or subgroups when there are less than 10 students. Having a minimum of 30 students in a grade level applies to SINA decision-making, **not federal reporting**.

Reading (r) Mathematics (m)

Page(s)	Page(s)
<p>49r. _____ 49m. _____ 49s. _____</p>	<p><u>New Requirement – Grade 11:</u> <u>ITBS Data— Three Achievement Levels for Reading Comprehension and Math Total</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>Report at least three achievement levels (low, intermediate, and high) for students in Reading Comprehension, Math Total, and Science – grade 11. Report annual data (2005-06).</p>
<p>50r. _____ 50m. _____ 50s. _____</p>	<p><u>ITBS Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report three years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science - grade 11. Report annual data (2003-04, 2004-05, and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>51r. _____ 51m. _____ 51s. _____</p>	<p><u>Gender Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement) <i>Note: Report trend line data only if the student population for grade 11 includes both 10 or more males and 10 or more females.</i></p> <p>At a minimum, report two years of data for the percentage of students (by gender) proficient in Reading Comprehension, Math Total, and Science-grade 11. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>
<p>52r. _____ 52m. _____ 52s. _____</p>	<p><u>Race/ethnicity Trend Data—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of data for the percentage of students proficient in Reading Comprehension, Math Total, and Science for <u>each group</u> with 10 or more students-grade 11. Report annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels. <i>(Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</i></p>

<p>53r. _____ 53m. _____ 53s. _____</p>	<p><u>Low Socioeconomic Status—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students eligible for F/R lunch) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the low socioeconomic subgroup compared to the non-low socioeconomic subgroup for the percentage of students proficient in Reading Comprehension, Math Total, and Science-grade 11. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>54r. _____ 54m. _____ 54s. _____</p>	<p><u>Students with Disabilities—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students with IEPs--504 students not included) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of students with disabilities compared to students without disabilities proficient in Reading Comprehension, Math Total, and Science -grade 11. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>55r. _____ 55m. _____ 55s. _____</p>	<p><u>ELL Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students who are English Language Learners) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels for the percentage of ELL students compared to non-ELL students proficient in Reading Comprehension, Math Total, and Science-grade 11. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>
<p>56r. _____ 56m. _____ 56s. _____</p>	<p><u>Migrant Students—Percentage of Students Proficient in Reading Comprehension and Math Total (ITBS)</u> (e.g., students whose families are migrant workers) (281--IAC 12.8(3)(b)(1) and (2) and federal requirement)</p> <p>At a minimum, report two years of annual data (2004-05 and 2005-06) for rate of proficiency, as well as three achievement levels the percentage of migrant students compared to non-migrant students proficient in Reading Comprehension, Math Total, and Science -grade 11. (Proficiency means the combined percentage of students in the <u>intermediate and high</u> achievement levels on the ITBS.)</p>

Local Student Achievement Data Compared with State and Nation Percentage of Students Proficient On ITBS and ITED

Grade 4 Reading Comprehension and Math Total

School districts that serve students in grade 4 must compare the local percentage of students proficient with the following state and national data:

- **State— Percentage of Students Proficient:** 78.0% (reading comprehension) and 78.8% (math total)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) and 60.0% (math total)

Reading (r)	Mathematics (m)	
57r. _____	57m. _____	Percentage of students proficient achievement data for grade 4 compared with the state 281--IAC 12.8(1)(f)(1)
58r. _____	58m. _____	Percentage of students proficient achievement data for grade 4 compared with the nation 281--IAC 12.8(1)(f)(1)

Grade 8 Reading Comprehension, Math Total, and Science

School districts that serve students in grade 8 must compare the local percentage of students proficient with the following state and national data:

- **State— Percentage of Students Proficient:** 70.6% (reading comprehension), 73.8% (math total), and 79.2% (science)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension) , 60.0% (math total), and 60.0% (science)

Reading (r)	Mathematics (m)	Science (s)	
59r. _____	59m. _____	59s. _____	Percentage of students proficient achievement data for grade 8 compared with the state 281--IAC 12.8(1)(f)(1)
60r. _____	60m. _____	60s. _____	Percentage of students proficient achievement data for grade 8 compared with the nation 281--IAC 12.8(1)(f)(1)

Grade 11 Reading Comprehension, Math Concepts and Problem Solving, and Science

School districts that serve students in grade 11 must compare the local percentage of students proficient with the following state and national data:

- **State— Percentage of Students Proficient:** 77.0% (reading comprehension), 78.4% (math concepts and problem solving), and 79.7% (science)
- **Nation— Percentage of Students Proficient:** 60.0% (reading comprehension), 60.0% (math concepts and problem solving), and 60.0% (science)

Reading (r)	Mathematics (m)	Science (s)	
61r. _____	61m. _____	61s. _____	Percentage of students proficient achievement data for grade 11 compared with the state 28--IAC 12.8(1)(f)(1)
62r. _____	62m. _____	62s. _____	Percentage of students proficient achievement data for grade 11 compared with the nation 281--IAC 12.8(1)(f)(1)

Note: This is a comparison of the percentage of students proficient and NOT the percentile rank.

District-Wide Multiple Assessment Data Reading, Mathematics, and Science

Reading (r) Mathematics (m) Science (s)

63r. _____ 63m. _____ 63s. _____

Student achievement data (2005-06) school year at a minimum) from at least one additional assessment

281--IAC 12.8(3)(b)(5)

At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district **do not** have to report science data for the grade level or levels served by another district.

These data may be from any level within the K-12 grade spans. All school districts must report data from multiple assessments in reading, mathematics, and science. N/A only applies in the area of science for whole-grade sharing districts that do not serve students in grade 8 or grade 11 (or both).

Reading, Math, and Science Improvement Goals

At this time, whole grade sharing districts that do not serve students in grade 8 or grade 11 (or both) because they send these students to another district do not have to have science goals or report science goal progress for the grade level or levels served by another district.

Pages

64r. _____ 64m. _____ 64s. _____

Long-range Goals for Reading, Mathematics, and Science

Long-range goal(s)

281--IAC 12.8(3)(b)(3)

65r. _____ 65m. _____ 65s. _____

2005-06 Annual Improvement Goals for Reading, Mathematics, and Science

Annual improvement goal(s) for 2005-06

281--IAC 12.8(3)(b)(4)

68r. ☐ Yes ☐ No (Reading)

2005-06 Annual Improvement Goals for Reading Met or Not Met

Were annual improvement goal(s) for reading met for 2005-06? (Check "yes" or "no.")

68m. ☐ Yes ☐ No (Mathematics)

2005-06 Annual Improvement Goals for Mathematics Met or Not Met

Were annual improvement goal(s) for mathematics met for 2005-06? (Check "yes" or "no.")

68s. ☐ Yes ☐ No (Science)

2005-06 Annual Improvement Goals for Science Met or Not Met

Were annual improvement goal(s) for science met for 2005-06? (Check "yes" or "no.")

<p>69r. _____ 69m. _____ 69s. _____</p>	<p><u>2004-05 Reading, Mathematics, and Science Goals Not Met: Corrective Actions</u> Corrective actions to address not meeting goals. 281--IAC 12.8(3)(b)(4)</p> <p><i>If you checked NO for #68 r, m, or s, the APR must contain a brief description to the local community about actions to meet the 2005-06science goals.</i></p> <p><u><i>If you checked YES for #68 r, m, or s, write N/A in the blank.</i></u></p>
<p>70r. _____ 70m. _____ 70s. _____</p>	<p><u>Annual Improvement Goal(s) for Reading, Mathematics, and Science for 2006-07</u></p> <p>Annual improvement goal(s) for Reading, Mathematics, and Science for 2006-07.</p> <ul style="list-style-type: none"> • An annual improvement goal must describe a desired measurable annual improvement. • An annual improvement goal must be based upon student achievement data from at least one district-wide assessment that meets technical adequacy requirements, has at least three achievement levels, and has disaggregated student achievement data by all required subgroups.

Additional State Indicators

Place page numbers below. Report percentages in the APR.



71. _____

Dropout Data 281--IAC 12.8(3)(a)(4)

Note: A "dropout" means a school-age student who is served by a school district and enrolled in any of grades seven through twelve and who does not attend school, or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option of return.

Percentage (place APR page number in the blank; report the percentage in the APR) of all students considered as dropouts for grades 7 to 12.

Report these data even if the number of students is fewer than 10.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of dropouts in grades 7-12.)

_____ (Total number of students in grades 7-12.)

72. _____

Percentage (place APR page number in the blank; report the percentage in the APR) of students considered as dropouts for grades 7 to 12 by gender

Report these data even if the number of students is fewer than 10.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of female dropouts in grades 7-12.)

_____ (Total number of females in grades 7-12.)

_____ (Total number of male dropouts in grades 7-12.)

_____ (Total number of males in grades 7-12.)

73. _____

Percentage (place APR page number in the blank; report the percentage in the APR) of students considered as dropouts for grades 7 to 12 by race

Report these data even if the number of students is fewer than 10.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of White dropouts in grades 7-12.)

_____ (Total number of White students in grades 7-12.)

_____ (Total number of Black dropouts in grades 7-12.)

_____ (Total number of Black students in grades 7-12.)

_____ (Total number of Hispanic dropouts in grades 7-12.)

_____ (Total number of Hispanic students in grades 7-12.)

_____ (Total number of American Indian/Alaskan Native dropouts in grades 7-12.)

_____ (Total number of American Indian/Alaskan Native students in grades 7-12.)

_____ (Total number of Asian/Pacific Islander dropouts in grades 7-12.)

_____ (Total number of Asian/Pacific Islander students in grades 7-12.)

_____ (Total number of Other dropouts in grades 7-12.)

_____ (Total number of Other students in grades 7-12.)

Place page numbers below.
Report percentages in the
APR.



74. _____

Percentage (place APR page number in the blank; report the percentage in the APR) of students with a disability (students with IEPs) considered as dropouts for grades 7-12.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of dropouts with IEPs in grades 7-12.)

_____ (Total number of students with IEPs in grades 7-12.)

75. _____

Post-Secondary Data

Percentage (place APR page number in the blank; report the percentage in the APR) of all high school seniors who intend to pursue post-secondary education/training 281--IAC 12.8(3)(a)(5)

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of seniors who intend to pursue post-secondary education/training)

_____ (Total number of seniors)

76. _____

Percentage (place APR page number in the blank; report the percentage in the APR) of high school students (any students in grades 9-12 who took ACT during the 2005-06 school year) achieving a score or status on a measure indicating probable post-secondary success. 281--IAC 12.8(3)(a)(6)
Note: This measure should be the measure used by the majority of students in the school, school district, or attendance center who plan to attend a post-secondary institution. If this measure is the ACT, the cut score for probable post-secondary success is 20. Divide the number of students who took the ACT in 2004-05 and scored 20 or higher by the number of students who took the ACT and report the percentage.

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of students achieving a score or status on a measure indicating probable post-secondary success)

_____ (Total number of students who took the test)

77. _____

Percentage (place APR page number in the blank; report the percentage in the APR) of all 2005-06 high school graduates who completed a core program which includes four years of English/language arts and three or more years each of mathematics, science, and social studies. *Note: Divide the number of 2005-06 graduates who completed a core program by the total number of 2005-06 graduates.* 281--IAC 12.8(3)(a)(7)

Please record numbers of students as applicable in the blanks below. This will allow your Area Education Agency to aggregate data.

_____ (Total number of high school graduates who completed a core program)

_____ (Total number of high school graduates)

78. _____

Other Locally Determined Indicators. 281--IAC 12.8(3)

These are additional indicators that impact student learning as determined by the local school or school district. **N/A does not apply—every school district must report at least one additional locally determined indicator.**

79. _____

Progress with Early Intervention Goals

All school districts receiving Early Intervention block grant funds shall report progress with their early intervention goals 281--IAC 12.8(3)(b)(8)

Early intervention goal(s) might be the same as a 4th grade reading or mathematics goals or can be reading and mathematics goals specific to K-3.

Early intervention goal(s) might also be class size reduction goals.

Additional Federal Requirements

Place page numbers below.



80. _____

District Graduation Rate (Additional academic indicator required by NCLB.)

The percentage of students who graduated with a district diploma for the **2004-05** school year. **The district graduation rate should be taken from the AYP website <https://www.edinfo.state.ia.us/appmenu.asp>.**

This data point will always be a year behind.

Place the page number in the blank. Report the percentage in the APR.

81. _____

District Graduation Rate Compared With State Graduation Rate (Additional academic indicator required by NCLB.) The percentage of students who graduated with a district diploma for the **2004-05** school year compared to the state graduation rate for **2004-05**. The state graduation rate for **2004-05** is **90.7%**.

These data will always be a year behind.

82. _____

Average Daily Attendance (Additional academic indicator required by NCLB.)

The district must indicate its K-8 district average daily attendance for **2004-05**. **The district K-8 average daily attendance should be taken from the AYP website.**

This data point will always be a year behind.

83. _____

Average Daily Attendance Compared with the state Average Daily Attendance (Additional academic indicator required by NCLB.)

The K-8 district average attendance for **2004-05** compared to the state average daily attendance. The state K-8 average daily attendance for **2004-05** is **95.82%**.

These data will always be a year behind.

84. _____

The Percentage of students not tested in each of the following grades: 3, 4, 5, 6, 7, 8, and 11.

85. _____

The Percentage of classes taught by highly qualified teachers.

Schools in Need of Assistance (SINA)

NCLB legislation requires school districts to report the schools (i.e., buildings) identified in need of assistance to their local communities prior to the beginning of each school year.

Place page numbers below.



Prior to August 1, 2006, the Department will provide each district with information to report requirements #84-#88. As a result of tight timelines, this information may be attached to the APR (that may have already been printed).

86. _____ Total number of school buildings identified in need of assistance. To be considered in need of improvement, a building must be identified for two consecutive years in reading and/or mathematics. **Note: Each school district will be notified by August 1, 2005, about its buildings, if any, identified as in need of assistance under NCLB requirements.**
87. _____ Percentage of total school buildings (in the district) identified in need of assistance. **Place the page number in the blank. Report the percentage in the APR.**
88. _____ Name of each school building identified as in need of assistance.
89. _____ Number of years each school building has been identified as in need of assistance. **A school building identified for two consecutive years is in its first year as a school in need of assistance (SINA). This count of "number of years" does not include schools on the watch list.**
90. _____ Actions being taken to improve academic achievement.

As per the state's agreement with the USDE, Iowa school districts are now required to submit information to their public regarding the Standard Error of Measure (SEM) for the ITBS and ITED. School districts should copy and paste the following information into their APR:

91. _____ Information on standard error of measure of ITBS and ITED is reported to the public.

A standard error of measurement (SEM) is an estimate of possible error associated with an individual student's test score. The SEM can be described as a *band of error*. A test score is an *estimate* of a student's true test performance; however, when the SEM is applied, it indicates that a reasonable chance exists that the student's true score may be slightly higher or slightly lower than what is reported. For the Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED), the SEM's are presented in ranges, indicating where the student's true score would likely fall (see table below).

	Reading Comprehension			Mathematics		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
41st Percentile (Fall Testing)	27-55	31-51	28-56	26-58	26-55	28-56
41st Percentile (Mid-year Testing)	27-53	31-51	30-53	26-56	27-55	27-55
41st Percentile (Spring Testing)	30-53	31-51	30-53	28-56	28-54	26-55
90th Percentile (Fall Testing)	81-96	82-95	83-94	80-96	81-96	83-94
90th Percentile (Mid-year Testing)	81-96	84-95	83-94	79-97	82-95	83-91
90th Percentile (Spring Testing)	80-95	83-95	84-94	79-97	83-96	83-95